

**Texas Education Agency
Standard Application System (SAS)**

2015–2020 Texas Title I Priority Schools, Cycle 4

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
Application deadline:	5:00 p.m. Central Time, August 20, 2015	Place date stamp here. <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency 2015 AUG 20 PM 1:42 Document Control Center Grants Administration </div>
Submittal information:	Six complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

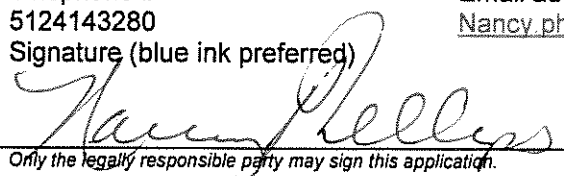
Schedule #1—General Information

Part 1: Applicant Information							
Organization name		County-District #		Campus name/#		Amendment #	
Austin ISD		227901		Travis HS			
Vendor ID #		ESC Region #		US Congressional District #		DUNS #	
1746000064		13		21		076933746	
Mailing address				City		State ZIP Code	
1111 W 6 th St				Austin,		TX 78703	
Primary Contact							
First name		M.I.	Last name			Title	
Nancy			Phillips			Director of State & Federal	
Telephone #		Email address				FAX #	
5124143280		nancy.phillips@austinisd.org				5124141791	
Secondary Contact							
First name		M.I.	Last name			Title	
Mary			Thomas			Project Director	
Telephone #		Email address				FAX #	
5124143997		mary.thomas@austinisd.org				5124141791	
Part 2: Certification and Incorporation							

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Nancy		Phillips	Director of State & Federal
Telephone #		Email address	FAX #
5124143280		Nancy.phillips@austinisd.org	5124143280
Signature (blue ink preferred)		Date signed	


8-20-2015

Only the legally responsible party may sign this application.

701-15-107-078

Schedule #1—General Information (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100) – SEE NOTE	See Important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200) – SEE NOTE		<input type="checkbox"/>
9	Supplies and Materials (6300) – SEE NOTE		<input type="checkbox"/>
10	Other Operating Costs (6400) – SEE NOTE		<input type="checkbox"/>
11	Capital Outlay (6600/15XX) – SEE NOTE		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: <ol style="list-style-type: none"> 1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements. 2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions 4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	The LEA/campus provides assurance that if it selects to implement the transformation model , the campus will meet all of the following federal requirements: <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> i. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and ii. Uses the definition of student growth as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable

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across classrooms.

- iii. Are designed and developed with teacher and principal involvement;
- (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
- (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
- (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.
- 2. Deliver comprehensive instructional reform strategies.
 - (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
 - (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
- 3. Increase learning time and creating community-oriented schools.
 - (A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
 - i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
 - ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
 - iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
 - (B) Provide ongoing mechanisms for family and community engagement.
- 4. Providing operational flexibility and sustained support.
 - (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
 - (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

The LEA/campus provides assurance that if it selects to implement the **Texas state-design model**, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an ***Early College High School*** (ECHS). In doing so, the LEA/campus will implement the following:

- 8.
 - 1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.
 - 2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree.
 - 3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.

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4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/campus will have:
 - (A) Data to identify the population at risk of dropping out of school;
 - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
 - (C) Early College brochures in all languages relevant to the school community;
 - (D) Written communication plan for relevant target audiences: parents, community members, school board.

Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:
 - (A) Partnership between the school district and an institute of higher education (IHE) that:
 - i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
 - ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
 - iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
 - (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
 - (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016

Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
 - (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate

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degree.

- (B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.
- (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
- (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
- (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
- (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:
- (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
 - (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
 - (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
 - (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:

- [Texas Education Agency, Early College High School program](#)
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: [Commissioner's Rules Concerning Early College Education Program](#)

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.

9. The LEA/campus provides assurance that if it selects to implement the [Early Learning Intervention Model](#) in an

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elementary school, the campus will implement in accordance with the following federal requirements:

1. Offer full-day kindergarten.
2. Establish or expand a high-quality preschool program.
A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
 - (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
 - (B) High-quality professional development for all staff;
 - (C) A child-to-instructional staff ratio of no more than 10 to 1;
 - (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
 - (E) A full-day program;
 - (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
 - (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
 - (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
 - (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
 - (J) Program evaluation to ensure continuous improvement;
 - (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
 - (L) Evidence-based health and safety standards.
3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.
4. Provide educators, including preschool teachers, time for joint planning across grade levels.
5. Replace the principal who led the school prior to the commencement of the early learning model.
6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
 - (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 - (B) Are designed and developed with teacher and principal involvement;
7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality

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educators.

9. Use data to identify and implement an instructional program that is:
 - (A) Research-based;
 - (B) Developmentally appropriate;
 - (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
 - (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
 - (A) Aligned with the school's comprehensive instructional program
 - (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.
12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).
13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.
14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

The LEA/campus provides assurance that if it selects to implement the **turnaround model**, the campus will meet all of the following federal requirements:

1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
 - (A) Screen all existing staff and rehire no more than 50 percent; and
 - (B) Select new staff
3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

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6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
 - (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
 - (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
 - (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:

1. Implement an evidence-based whole-school reform in partnership with a model developer.
 - (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: <http://www2.ed.gov/programs/sif/sigevidencebased/index.html>
These approved models are supported by:
 - (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
 - (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
 - (C) A study which used a large sample and multi-site sampling.
3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
4. The whole-school model must implement the model for all students in the school.
5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
 - (A) School leadership
 - (B) Teaching and learning in at least one full academic content area
 - (C) Non-academic supports for students
 - (D) Family and community engagement

12. The LEA/campus provides assurance that if it selects to implement the **restart model**, the campus will meet all of the following federal requirements:

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	<ol style="list-style-type: none"> 1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. 2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by: <ol style="list-style-type: none"> (A) significant improvement in academic achievement (B) success in closing achievement gaps either within a school or relative to other public schools (C) High school graduation rates (D) No significant compliance issues in the areas of civil rights, financial management and student safety. 3. Enroll, within the grades it serves, any former student who wishes to attend the school. <p>If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.</p>
13.	<p>The LEA/campus provides assurance that if it selects to implement the closure model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. <p>A grant for school closure is a one-year grant without the possibility of continued funding.</p>
14.	<p>The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification.</p> <p>Under federal regulations for this program, a Rural LEA applicant may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html</p>
15.	<p>The LEA/campus provides assurance that if it selects to implement the Whole-School Reform model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Implement an evidence-based whole-school reform in partnership with a model developer. <ol style="list-style-type: none"> (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. 2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: <ol style="list-style-type: none"> (A) A study of efficacy that meets What Works Clearinghouse evidence standards. (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation

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	<p>with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.</p> <p>4. The whole-school model must implement the model for all students in the school.</p> <p>5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:</p> <p>(A) School leadership</p> <p>(B) Teaching and learning in at least one full academic content area</p> <p>(C) Non-academic supports for students</p> <p>(D) Family and community engagement</p>
16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	<p>The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework.</p> <p>If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.</p>
21.	<p>The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA.</p> <p>The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.</p>
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

Revised Annual Budget Breakdown

Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total Budget Request
\$	\$	\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

AISD's Travis High School is a Title I campus identified as "Improvement Require" on the Texas Academic Performance Report (TAPR). To address ongoing academic challenges at Travis, AISD plans to implement the TEA-designed ECHS program. This model addresses all TEA program requirements and aligns with AISD's **vision** to reinvent the urban school experience. AISD believes all students will graduate college, career, and life ready. The District and our leadership are committed to achieving excellence by delivering a high quality education to every student through the transformative use of technology, ensuring all students perform at or above grade level, preparing students to graduate on time or in a timely fashion and developing civically engaged students. AISD will create vibrant relationships critical for successful students and schools through authentically engaging students, parents and guardians, teachers, and the community. AISD will build ownership within AISD among internal and external stakeholders and develop and maintain partnerships to support students. AISD values the whole child and every child, adopting the *Whole Child, Every Child focus for school reform*, advancing academic achievement, as well as physical, social and emotional health and safety, equity, diversity, and inclusion of all students. AISD has **high expectations** for all students, employee, parents and guardians and community members. AISD's **vision** and **focus** facilitates creativity, collaboration and innovation for community schools. Additional strategies include: 1). Human capital – recruiting top talent, rewarding teachers for performance, holding teachers accountable for increasing student achievement; 2). More time on task – increasing amount of time students are on task through extended day and year programs; 3). High expectations and "no excuses" culture – creating an environment in which students and teachers buy into the school's mission and education; and 4). creating a system in which students earn college credit while attaining their high school diploma. AISD will leverage **existing capacity and resources** to ensure the success of Travis ECHS, to include districtwide investments in Social and Emotional Learning, promoting positive school climates.

Selecting the TEA-designed Early College High School Model was the outcome of the State Targeted Reconstitution Plan for Travis. The campus will be modeled after the District's current ECHSs (Reagan ECHS & LBJ ECHS), signature programs within AISD, and based on the Comprehensive Needs Assessment (CNA) and planning process conducted by a broad range of stakeholders (AISD administrators, Travis Principal and staff, parents, community members and partner organizations serving Travis). Stakeholders support a team of professionals at Travis lead by the Principal (**organization & communication structures**). The Principal will have additional **operational flexibilities** facilitating school turnaround. The team analyzes a range of data sets in data-driven decision making: school, student, and family demographics; disaggregated student performance (reading, math, writing science); attendance; discipline; promotion, retention, and dropout rates; teacher and administrator performance; family engagement measures; community partnerships and partner-provided services. This group analyzed a wide range of school, student, and family data, including demographic data; disaggregated STAAR data (student performance on reading, math, writing and science); disaggregated data on student attendance, discipline reports, and student promotion, retention, and dropout,

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

rates; data about teachers and administrators; information about curriculum and instruction, intervention, and other programs and services provided on campus; disaggregated data on participation in afterschool programs and need for additional programming; disaggregated data on family engagement measures and information about community partnerships and partner-provided services. From this analysis the group identified the following needs and gaps at Travis: low performance for all students in reading/ELA, math, science, and social studies; poor identification of & inadequate interventions for struggling students; less than ideal school climate; overreliance on alternative educational placements for males of color; low daily attendance rates and incidents of chronic absenteeism; insufficient data analysis and intervention resources; gaps community and parent engagement programs; gaps in **sense of urgency** with regard to monitoring instruction and Response to Intervention.

During the pre-implementation process of the grant, January through July 2016, the campus will address the identified needs and gaps, and articulate a set of goals for Travis High School, including: improved and continuous professional development for teachers, training in implementing the new Professional Pathways for Teachers (PPfT) Appraisal system for the 16-17 school year to meet TEA designed teacher appraisal system; Increasing the use of quality data to drive instruction; increasing leadership effectiveness; increasing parent/community involvement; improving school climate; and increasing teacher quality.

The planning process will allow the development of strategies which give the school sufficient **operational flexibility** (such as staffing, calendars/time, extended day and year, and budgeting) to implement fully a comprehensive approach to not only substantially improve student achievement outcomes and increase high school graduation rates but creating a model that allows students to earn college credit; and ensure that the school receives ongoing, intensive technical assistance and related support from the District Support Team.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 227901	Amendment # (for amendments only):
Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	
Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	Fund code: 276

Budget Summary

Schedule #/Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre- award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	\$250010	11500	\$	659525	23000	700638	23000	741750	23000	637675	23000	3,093,098
#8-Professional and Contracted Services	6200	\$15000	\$	\$	300000	\$	300000	\$	200000	\$	200000	\$	1,015,000
#9-Supplies and Materials	6300	\$	\$	\$	250000	\$	250000	\$	150000	\$	50000	\$	700,000
#10-Other Operating Costs	6400	10000	\$	\$	75000	\$	50000	\$	50000	\$	10000	\$	195,000
#11-Capital Outlay	6600/ 15XX	\$	\$	\$	75000	\$	50000	\$	50000	\$	20000	\$	195,000

☐ Yes ☐ No
Consolidate Administrative Funds

Percentage% Indirect costs (see note):	N/A	11500	N/A	N/A	44976	N/A	44535	N/A	36588	N/A	22884	148,979
Grand total of budgeted costs (add all entries in each column):	\$275010	11500	\$	1359525	67976	1350638	67532	1191750	59588	917675	45884	5,347,007

Administrative Cost Calculation

Enter the total grant amount requested:	5,347,077
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	267,354

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

- NOTE:
- No more than \$2,000,000 per year may be requested.
 - Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
 - Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
 - Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

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RFA #701-15-107; SAS #191-16
2015-2020 Texas Title I Priority Schools, Cycle 4

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional									
1 Teacher			\$	\$	\$	\$	\$	\$	\$
2 Educational aide			\$	\$	\$	\$	\$	\$	\$
3 Tutor			\$	\$	\$	\$	\$	\$	\$
Program Management and Administration									
4 TTIPS Director		1	5000	\$	10000	10000	10000	10000	45,000
5 Evaluation		1	5000	\$	10000	10000	10000	10000	45,000
6			\$	\$	\$	\$	\$	\$	\$
Auxiliary									
7									
8									
9									
Other Employee Positions									
10 Campus content coach(s)	2		15,000		110,000	110,000	110,000	82,500	427,500
11 Campus TTIPS Coord	1		30,000		\$60,000	60,000	60,000	30,000	240,000
12 ECHS Program Coord	1		30,000	\$	60,000	60,000	60,000	30,000	\$240,000
13	Subtotal employee costs:		\$85,000	\$	250,000	250,000	250,000	162,500	997,500
Substitute, Extra-Duty Pay, Benefits Costs									
14 6112 Substitute pay			5,000	\$	6,000	6,000	6,000	6,000	26,000
15 6119 Professional staff extra-duty pay			135,000	\$	315,000	350,000	385,000	385,000	1,570,000
16 6121 Support staff extra-duty pay			2,400	\$	27,000	28,500	30,000	30,000	147,900
17 6140 Employee benefits			34,110	\$	89,025	94,388	99,750	86,175	403,448
18 61XX Tuition remission (IHEs only)			\$	\$	\$	\$	\$	\$	\$
19	Subtotal substitute, extra-duty, benefits costs		\$176,510	\$	432,525	473,638	514,750	498,175	2,095,598
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		261,510	\$	682,525	723,638	164,750	660,675	3,093,098

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RFA #701-15-107; SAS #191-16
2015–2020 Texas Title I Priority Schools, Cycle 4

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land	\$	\$	\$	\$	\$	\$	\$
6299	Specify purpose:							
	Contracted publication and printing costs (specific approval required only for nonprofits)	\$	\$	\$	\$	\$	\$	\$
Specify purpose:								
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	\$	\$	\$	\$	\$	\$	\$

Professional Services, Contracted Services, or Subgrants

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
1		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$
2		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$
3		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$
4		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$
5		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$
6		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$
7		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$
8		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$
9		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$
10		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$
b.	Subtotal of professional services, contracted services, or subgrants:		\$	\$	\$	\$	\$	\$	\$
a.	Subtotal of professional and contracted services requiring specific approval:		\$	\$	\$	\$	\$	\$	\$
b.	Subtotal of professional services, contracted services, or subgrants:		\$	\$	\$	\$	\$	\$	\$
c.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$15000	\$	300000	300000	200000	200000	1,015,000
(Sum of lines a, b, and c) Grand total			\$15000	\$	300000	300000	200000	200000	1,015,000

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For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

Schedule #9—Supplies and Materials (6300)												
County-District Number or Vendor ID: 227901						Amendment number (for amendments only):						
Expense Item Description												
Technology Hardware—Not Capitalized												
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6399	1				\$							
	2				\$							
	3				\$	\$	\$	\$	\$	\$	\$	\$
	4				\$							
	5				\$							
6399	Technology software—Not capitalized											
6399	Supplies and materials associated with advisory council or committee											
Subtotal supplies and materials requiring specific approval:												
	Remaining 6300—Supplies and materials that do not require specific approval:											
Grand total:						\$	\$	250000	250000	150000	50000	700,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 227901		Amendment number (for amendments only):						
Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6412	Travel for students (includes registration fees; does not include field trips): Specify approval required only for nonprofit organizations. Specify purpose:	\$	\$	\$	\$	\$	\$	\$
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	\$	\$	\$	\$	\$	\$	\$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	\$	\$	\$	\$	\$	\$	\$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	\$	\$	\$	\$	\$	\$	\$
6429	Actual losses that could have been covered by permissible insurance	\$	\$	\$	\$	\$	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$	\$	\$	\$	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$	\$	\$	\$	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	\$	\$	\$	\$	\$	\$	\$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	\$	\$	\$	\$	\$	\$	\$
Subtotal other operating costs requiring specific approval:		\$		\$	\$	\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$10000	\$	75000	50000	50000	10000	195,000
Grand total:		10000	\$	75000	50000	50000	10000	195,000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600/15XX)

For a list of uneblow e costs, as wel as gui dar ce rela ted to cap ital out ay, see the gui dar ce pos ted in the Allic wa ble Co: t

County-District Number or Vendor ID: 227901

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6669/15XX—Library Books and Media (capitalized and controlled by library)		N/A	N/A	\$	\$	75000	50,000	50,000	20000	195,000
1										
66XX/15XX—Technology hardware, capitalized										
2			\$	\$	\$	\$	\$	\$	\$	\$
3			\$	\$	\$	\$	\$	\$	\$	\$
4			\$	\$	\$	\$	\$	\$	\$	\$
5			\$	\$	\$	\$	\$	\$	\$	\$
6			\$	\$	\$	\$	\$	\$	\$	\$
7			\$	\$	\$	\$	\$	\$	\$	\$
8			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Technology software, capitalized										
9			\$	\$	\$	\$	\$	\$	\$	\$
10			\$	\$	\$	\$	\$	\$	\$	\$
11			\$	\$	\$	\$	\$	\$	\$	\$
12			\$	\$	\$	\$	\$	\$	\$	\$
13			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles										
14			\$	\$	\$	\$	\$	\$	\$	\$
15			\$	\$	\$	\$	\$	\$	\$	\$
16			\$	\$	\$	\$	\$	\$	\$	\$
17			\$	\$	\$	\$	\$	\$	\$	\$
18			\$	\$	\$	\$	\$	\$	\$	\$
19			\$	\$	\$	\$	\$	\$	\$	\$
20			\$	\$	\$	\$	\$	\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life										
21				\$	\$	\$	\$	\$	\$	\$
Grand total:				\$	\$	\$75000	50000	50000	20000	195,000

and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

RFA #701-15-107; SAS #191-16
2015--2020 Texas Title I Priority Schools, Cycle 4

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Enrollment	1402		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	137	9.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	1181	84.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	53	3.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	21	1.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	1197	85.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	298	21.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	197	14.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	454		Campus data
Disciplinary placements in In-School Suspension	54		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	229		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	71		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2014-2015 PEIMS report #425; code #C164
Attendance rate		90.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		3.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		82.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	223	67%	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	968	61%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		59.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		5.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	16.1		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	1220		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		36.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ECHS Model was selected to support the need for change at the campus. Travis High School has seen a gradual decline in student enrollment over the past two years. The 13-14 dropout rate for the campus is 14.4%. The breakdown of the following subpopulation is as follows: African American 6.9%; Hispanic 13.1%; Special Education students 19.2%; Economically Disadvantaged 12.3%; and English Language Learner 36.1%.

Campus data also supports the White House finding and the Initiative of *"My Brother's Keeper"* that young men of color are less likely to complete a college degree: only 12 percent of Hispanic men and 21 percent of black men have a college degree by their late 20s, compared to nearly 40 percent of white men. These disparities are partially driven by differences in high school completion. Although black Americans who graduate from high school are now just as likely as white high school graduates to enroll in college, black Americans are less likely to graduate from high school in the first place, and are less likely to complete college once they enroll.

In the Travis High School class of 2014 High School Exit Survey, the reasons students provided when not planning to pursue a post-secondary education were that they could not afford to attend school and/or needed income from working (35.3%); 5.9% felt they are not academically prepared for college; 23.5% indicated they did not like school or that their career goals do not require college; and 29.4% wanted to take time off from school, but planned to enroll later.

Extracurricular activities provide intellectual and social development opportunities for students. According to a study conducted by Stearns and Glennie (2009), schools that provided more extracurricular activities and had more student participants had better academic outcomes in terms of students performing at grade level and staying in school than did schools that provided fewer such activities. Participation in extracurricular activities was also linked to higher aspirations for college, college attainment and graduation, and better occupational status. However, a significant percentage Travis High School students did not participate in school affiliated extracurricular activities were as follows, as shown in the table below:

School Affiliated Extracurricular Activities	
In School	Did not participate
Music	62%
Theatre/drama	80%
Dance	78%
Sports	39%
Academic clubs/UII Competition	63%
speech/Debate	54%
Student government	69%
Career and Tech student organizations	78%

AISD and Travis administrators and staff identified need to greater sense of belonging among students and greater identification with a positive school and learning environment as a significant need. Increasing afterschool, before school, and weekend opportunities to engage in positive activities will address this need.

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By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	138.3		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	103.7	74.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	10.1	7.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	7.5	5.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	17	12.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	12.1	11.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	26.2	25.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	63	60.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	1.3	1.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	4.9	4.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	32.4	31.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	20.2	19.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	30	29%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	16.1	15.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	45,724		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	44,882		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	48,538		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	48,212		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	55,075		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	19	13.5%	PEIM Submission 1
Staff with Bachelor's degree as highest level attained	77.8	54.7%	PEIM Submission 1
Staff with Master's degree as highest level attained	44.5	31.3%	PEIM Submission 1
Staff with Doctoral degree as highest level attained	1	.7%	PEIM Submission 1

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 4: Staff Demographics- Comments

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Even though 44% of Travis High School's teachers had masters degrees, few have the degree/content specific educational requirements that would allow them to teach in a two year or four year college. In order to create a sustainable ECHS at the campus, there is a need to increase the ability of current staff to teach dual credit courses and to ensure that incoming teachers have the educational level or the desire to seek an educational level that would allow them to teach the articulated courses.

In the most recent teacher survey, teachers still struggle at the High School level for managing student conduct. Consistently enforcing rules for student conduct and understanding, managing, and supporting young males of color impacts the discipline referrals and out of class and off campus placement of students. Over a 1/3 of the teachers are at the beginning level with little or no experience working with students of poverty.

The data from the AISD Teacher Attrition from 2013-2014 to 2014-2015 shows that 27.2% either retired or transfers at the campus during this period. Preliminary data is reflecting the same rate of attrition for the coming year. This movement of teachers each year limits Travis HS in its ability to retain trained and highly qualified staff. This attribute alone, placing Travis HS in a constant stage of training and recruiting teachers to work consistently with the students and the current HS program.

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By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										425	355	275	290	1345

Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										32	30	30	28	120

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By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

AISD and Travis HS leveraged the processes and activities in the campus's current data analysis and planning process to select the TEA Early College High Model, goals, and interventions proposed in this application. Every school year, the Principal with the assistance of the Campus Advisory Committee (CAC) must develop, review, and revise the Campus Improvement Plan (CIP). The Purpose of this *Plan* is to improve student performance of the state's student achievement indicators for all student populations, as well as improve performance on any other performance measures for special needs populations. The CIP supports the objectives of the AISD *Strategic Plan*. The CIP assesses the academic achievement of all students; sets the campus performance objectives; identifies the activities and strategies that will be employed to meet goals; sets timelines for reaching student achievement and other campus goals; establishes a plan for measuring progress toward accomplishing goals; provides for a program to encourage parental involvement; and includes goals and methods for violence prevention and intervention on campus.

During the development of the CIP, monthly meetings of campus administration and the Campus Advisory Committee (CAC) are convened. CACs are committees of parents, students, when appropriate, business, and community representatives, teachers, principals, and other campus staff. Membership of CACs is determined at the campus level. Detailed information on CAC membership is included in the CAC bylaws, publically available on the AISD web page. The formation of CACs is required by state law (Texas Education Code §11.251. Specific functions of CACs include providing review and comment on campus education programs, campus performance, campus improvement planning, the campus staff development plan, budgeting, and any campus-level waiver requests to the Texas Education Agency or other State of Texas entity. The mission of CACs is to promote excellence in education for all students through broad-based representation. CACs provide valuable input to principals, who ultimately have decision-making responsibility for their campuses. AISD's Campus & District Accountability publishes an annual schedule for CIPs, available at: <http://www.austinsisd.org/cda/campus-improvement-plans/resources>. Campus & District Accountability identifies required teams of AISD staff that must review CIPs for programmatic and fiscal compliance. For example, for the 2015-2016 CIP process, administrators and CACs review student data between September 1st and July 29th, meeting monthly to review different data sets, analyze data, and assess the needs of the school. Principals and other campus academic leadership attend workshops and trainings in July and August. Campus administrators, District staff, and the CAC review and integrate applicable State accountability ratings into the CIPs in late September and October. The Principal submits the first draft of the CIP electronically to district-level review teams at the end of October. The revision process for CIPs continues throughout November, which includes ongoing communication and an iterative revision process for AISD and campus-level staff. CIPs are finalized and uploaded to the AISD web site before Winter Break.

Campus administrators and the Travis CAC were tasked with reviewing the data gathered for the continuous improvement of the campus as a whole and making recommendations as to the needs of the campus for the coming year. Data reviewed for the needs assessment: performance on state assessments; attendance; TELPAS results; discipline; Primary Reading Assessment results; parent/teacher Surveys; accountability ratings (including safeguards missed); Teaching, Empowering, Leading and Learning (TELL) results; review of TAPR data; student climate survey; Special Education indicator reports (C-IEP); STAAR Data; staff/faculty/parent/student survey results. Over 21% of the students at Travis are ELLS and 31.6 % of those students have dropped out of school. The CAC and district support staff identified the need for stronger support systems in place for these students.

The Associate Superintendent for High School and District staff (State & Federal Accountability, Campus & District Accountability, etc.) were also available during monthly vertical team planning meetings for Travis High. During the Planning Process in the Spring of 2016, 14-15 data and data gathered during the summer and fall 2015 activities and beginning of school assessments will be reviewed by the stakeholders (CAC/District Staff/Key stakeholders, etc.) to make recommendations and adjustments to the TEA-designed Early College High School Model goals and interventions related to student and teacher performance.

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By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ Transformation

☐ with Rural LEA Flexibility modification

☒ Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround

☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to fulfill the District vision of reinventing the urban school experience, a core belief is that all students will graduate college, career, and life ready. To fulfill the District's vision, AISD must address the dropout rate at Travis High. The dropout rate for the campus is 14.4%, with significant increases in the dropout rates across the seven Federal sub-groups: African American = 6.9%; Hispanic = 13.1%; Special Education students = 19.2%; Economically Disadvantaged = 12.3%; and English Language Learner = 36.1%. The majority of the students would be first generation college-goers. Selection of the TEA ECHS model leverages the district's current Early College High Schools investments (Reagan ECHS & LBJ ECHS), signature programs for the District, integrating best practices for Early College High Schools from around the state.

In an analysis of all the data, the campus and CAC members identified the following needs and gaps at Travis High School: below-target performance for all students in reading/ELA, math, science, and social studies; poor identification of and inadequate interventions for struggling students; less than ideal school climate and an overreliance on alternative educational placements for males of color; low daily attendance rates and problems with chronic absenteeism for some students; insufficient protocols and systems to address data analysis and intervention; a need for more comprehensive and inclusive community and parent engagement programs; and the need for a stronger sense of urgency with regard to monitoring instruction and response to intervention. The ECHS Model will allow the campus to quickly move toward the delivery of comprehensive instructional reform strategies; operational flexibility and sustained support; rigorous, transparent, and equitable evaluation systems; increase learning time (through extended day/year) and creating community-oriented schools; and provide ongoing mechanisms for family and community engagement.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

During the development of the campus improvement plan, the campus included numerous stakeholders. The Campus Advisory Committee (CAC) includes parents, professional staff, business representatives, and community representatives. The CAC was tasked with reviewing the data and making recommendations as to the needs of the campus. Travis High School plans to use the Pre-implementation stage, January-July, as a strategy to expand the opportunities to have meaningfully and detailed discussions with the CAC, families, and the community regarding the implementation of the Early College High School Model.

District staff was also available during vertical team planning meetings for Travis HS to ensure that all activities are aligned not only horizontally from elementary through high school but also vertically across grade levels, so students entering Travis HS have a strong and consistent academic foundation when entering high school.

The committees will make additional recommendation during the life of the grant as to the needs of the campus and changes/amendments to the ECHS Model grant are adjusted.

Reviews of the implementation and progress of the ECHS Model over the period of the grant will monitor strategies and data and quarterly meeting with the team of participants and the Campus Advisory Committee will be held. In addition, reports/newsletters will be disseminated to the parents and community as to the review and recommendation by the committees.

The campus will implement ongoing parental involvement activities, such as academic nights, enrichment programs (fine arts, music, etc.), parent teacher meetings, and counselor scheduled meetings. These meeting will expand the participation of parents and families in the educational program designed for the students. The campus will also implement regularly scheduled meetings with local community partners to discuss their role in the development and success of the ECHS program. Through the support of the district team, staff and resources will be provided to continue to enhance parental and community involvement at Travis ECHS.

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By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Assist Campus in the implementation of the grant and to provide a fluid change agent between the superintendent and campus to make adjustments and decisions related to the campus and the implementation of the grant	Masters Degree in Education, 5 years successful classroom experience, Additional 3 years experience working with large federal programs.
2.	Principal	Leads the campus in the implementation of the model and works closely with the CAC and Committee members and district support staff to ensure the success of the project	Masters Degree in Education, 5 years successful classroom experience, Additional 3 years of administrative experience
3.	TTIPS Campus Coordinator	Supports Principal in implementing the TTIPS grant and all requirements related to training and data management	Batchelor's Degree in Education (minimum) with 5 years of successful teaching experience
4.	Parent Support Specialist	Assist campus with parental involvement activities and to increase parental participation in their child's learning	Associates Degree, Bilingual preferred
5.	Early College Program Coordinator	Ensure there is clear and flowing communication between the college professors and the Travis staff and closely monitor student progress and respond to student's needs by connecting them with appropriate resources such as tutoring, counseling, and other forms of support.	Batchelor's Degree in Education (minimum) with 5 years of successful teaching experience
6.	Program Evaluation	Assists campus with gathering, monitoring, and reporting data to ensure full implementation of program and changes that may need to be made	Batchelor's Degree in Education (minimum)
7.	Content Coaches	Provides support for teaching and learning related to student outcome/success	Batchelor's Degree in Education (minimum) with 5 years of successful teaching experience
8.			
9.			

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By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	IHE	Deliver college courses/advisory and support campus endeavor to increase academic rigor and support campus development of Model	Experience in providing dual credit courses and higher education services.
2.	SES Provider	Deliver extended day/year services to at risk students	Experience in the successful implementation of supplemental educational services to districts, students.
3.			
4.			
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9.			
10.			

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By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Austin Independent School District has the capacity and infrastructure to ensure that all grant funds are used, both districtwide and at the campus level, to implement fully and effectively the proposed TEA ECHS model activities. AISD has successfully managed multiple grant-funded projects of similar size and scope in the past. The District's administrative structure includes the Chief Officer of Teaching Learning's Office, which provides leadership, direction, and supervision for the operational and academic management of schools, and educational support services; the Office of Educator Quality, which brings together three departments – Professional Development, Leadership Development, and Strategic Compensation – and supports recruitment, development, retention, and placement of effective and high quality teachers and administrators throughout the District; and the Department of Program Evaluation, which evaluates federal, state, and locally- funded programs, works with program staff to design and carry out program evaluations, and responds to district information needs.

Further ensuring effective implementation of program components, AISD has convened a cross-functional TTIPS team, comprising representatives from the Chief Teaching and Learning Office, Director of the Office of State and Federal Accountability, the Finance Office, the Department of Human Resources, the Department of Research and Evaluation, the Office of Innovation and Development, and Contracts and Procurement Department. The Project Director for the Texas Priority Schools serves as the District Coordinator of School Improvement. The Project Director will work with the cross-functional TTIPS team, which meets at regularly scheduled intervals to review program progress and/or concerns. Dr. Thomas meets with the Chief of Teaching and Learning and AISD's Superintendent quarterly to report on program progress.

All resources acquired with TEA funding are subject to District purchasing and inventorying procedures, as outlined in the subsection entitled "Resource Management." AISD's internal grant management office monitors all grant expenditures. All District grant budgets, including the TTIPS grant budgets, are supervised by a Grant Compliance Officer in the Office of State and Federal Accountability, who has the final responsibility for funds and ensures that the grant is managed according to financial management and programmatic guidelines.

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By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

AISD is committed to ensuring all funding and resources provided through the Texas Title I Priority Schools Grant program within the District translate into continued high-quality programs and professional development to support the success of schools and students within the District. The District has currently allocated resources to support struggling schools in Austin. In addition to funds available under the TTIPS program for the 2016-20 school years and the campus Title I allocations, the District will collaborate with community partners to ensure long-term, sustainable and productive school change occurs at Travis School School.

The Office of Innovation and Development will be tasked to cultivate resources and develop partnerships and funding proposals in collaboration with representatives from diverse groups of stakeholders, including parents, teachers, administrators, central office staff, and community members to see additional outside funding. Started in 2010, the Office of Innovation & Development (OID) was established to support the District and individual campuses in their fundraising efforts and to link community-based service providers and corporations within AISD campuses. OID's mission is to promote integrated partnerships and develop high-quality resources to support students. OID actively search and applies for Federal, state, and local funding to support key District initiatives and campus goals. Services such as grant writing assistance, grant research and donor recognition are provided in support of District initiatives and campus-lead fundraising campaigns. OID is also home to the Youth Services Mapping (YSM) System—a network of more than 90 nonprofit organizations that provide services to students on AISD campuses. From afterschool programs to summer enrichment, the YSM network is committed to improving the educational success of all Austin students.

In order to implement sustainability structures to address and minimize the challenges of staff turnover, Travis HS, in partnership with Austin Community College, will employ research based professional development plan for all instructional staff. Each Travis HS teacher will receive professional development on college readiness in order to ensure the level of rigor required by ACC is present in the HS courses. In addition, Travis HS has a retention program, which rewards teachers with financial compensation for maintaining employment at the ECHS and for completing or achieving specific performance standards.

The Office of Human Resources is charged with recruiting, training, and retaining highly qualified teachers who meet the needs of the campus. Their focus will be on recruiting from a variety of racial, ethnic and language minority groups and those qualified individuals that are able to teach dual language courses, limiting the need to hire college teachers to teach the classes a Travis ECHS.

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By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

During the Planning Process in the Spring of 2016, 14-15 data and data gathered during the summer and fall 2015 activities and beginning and midyear school assessments will be reviewed by the stakeholders, (CAC/District Staff/Key stakeholders, etc.) as well as, the newly created Travis ECHS Leadership Committee, to make recommendations and adjustments to the ECHS Model goals and interventions related to student and teacher performance. In order to provide academic support for ECHS students, the design of the ECHS will include all incoming 9th grade students to form a cohort. The 9th grade cohort will take all core subjects together in order to ensure they are receiving the adequate support necessary for success at a college-level class. In addition, the 9th grade cohort of students will be enrolled in a college preparatory class in which they will explore relevant topics such as time management, independent study habits, self-advocacy, college readiness skills (TSI preparation), and social and emotional learning support. The ECHS model will be grown by adding one grade level at a time, with the first graduating class occurring in the spring of 2019. The campus support team will meet on a weekly basis to analyze TSI scores and develop interventions for students who are not TSI complete. In order to meet the need of the growing population of ELL students, the campus will also implement a 50/50 model for ELL students including core and electives beginning in the 9th grade.

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Travis ECHS Leadership Committee will be a data-driven decision making team whose main task will be to provide the overall vision and leadership of the ECHS project/partnership. This committee will examine the rate of dual credit enrollment, student GPA, average college hours earned by ECHS students, and TSI readiness in Reading, Writing, and Mathematics. In addition, the Leadership Committee will provide direction in the topics of curriculum, finance, student data, personnel, recruitment, and communication. Furthermore, this group will address issues of effectiveness of the ECHS design to ensure successful program integration that enhances opportunities for the students to earn college credits along with their high school diploma; program evaluation to inform and improve practices to achieve desired outcomes for student success; parameters affecting infrastructure to include collaboration, communication and shared decision-making between partners and teaching staff; financial and material resources; professional development for staff and faculty; and will provide a collegiate educational philosophy with students, parents, and community. The Department of Research Evaluation (DPE) and State & Federal Accountability (SFA) staff will regularly participate in program planning and support meetings to provide data for program decision-making and progress monitoring. As the program is implemented, DPE & SFA and ECHS Model staff/participants will document and report the stages of implementation to ensure program fidelity and to make ongoing improvement decisions. DPE staff will assist program staff in the use of district information systems to provide "real time" access to student data (e.g., AIMS, campus dashboard reports, etc.) and to encourage ongoing monitoring of student progress. Six-week reports will be provided the campus and support teams assist with decision making and to allow for PDE staff also may share program information with other district decision-making groups interested in similar goals and objectives to facilitate the continuing development of a system-wide student support network. All of these efforts will provide program staff with a comprehensive understanding of their own program efforts and enable them to work efficiently and effectively with others in their school and across the district.

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

Monthly meeting with the district support staff and vertical team meeting will monitor the implementation of the program. The Project Director will work with the campus (principal, TTIPS campus Coordinator, and Campus Early College Program Coordinator) and the cross functional team to monitor the effectiveness of the program activities through the data gathered and make recommendations regarding support and changes that would be necessary to ensure student and program success. Travis HS will monitor student success across content areas so that students will receive the necessary support to meet the challenges of dual credit courses with Austin Community College. Students will be enrolled in a college readiness course in which they will receive specific academic support that prepares them for college. The curriculum in the college readiness course will cover academic collaboration, project based learning, and inquiry. In addition, students will be taught the importance of owning their own learning and setting clear and attainable goals. The position of Early College Program Coordinator will be created to ensure there is clear and flowing communication between the college professors and the Travis staff. The ECHS Program Coordinator will closely monitor student progress and respond to student's needs by connecting them with appropriate resources such as tutoring, counseling, and other forms of support. The ECHS program will utilize the support systems under Social Emotional Learning (SEL) to gauge support needed by students and provide interventions. Weekly scheduled meetings will be dedicated to academics. During this time, students will work on homework and teachers will have individual conferences with students regarding attendance and grades. SEL lessons will provide a series of activities related to the five biggest issues at Travis, including, time management and self-advocacy. The lessons will be created by departments and the Professional Learning Communities (PLCs).

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

AISD has adopted procurement policies and procedures consistent with the new *Uniform Guidance* for grants management and EDGAR. These fiscal compliance guidelines establish funding tiers and expectations for competitive procurement of purchases for all entities receiving Federal grant funding, either as a direct award or via a pass-through entity. The District is currently reviewing the expectations regarding micro-purchases established within the *Uniform Guidance* to determine whether this new flexibility in procurement meets the internal control specifications of AISD. Under our current policies and procedures, purchases under \$10,000 require at least one (1) written quote that should be acquired by the end user. Price quotes can be obtained via FAX, e-mail, or from catalogs, and must be entered into the AISD enterprise software accounting system as a purchase requisition. Purchase cards, often referred to as P-cards, are American Express credit cards assigned to specific individuals at a campus or within a department having a maximum charge amount of \$2500 per day. The total charges for any one P-Card, regardless of number of purchase made, may not exceed \$2500. Purchases between \$10,000 and \$49,999 require at least three (3) written quotes, obtained by either end user or Contracts and Procurement. These purchases must be purchase requisitions (PR) which will result in a purchase order (PO) being generated. The written quotes should be forwarded via email or fax to a Procurement Specialist to accompany the Purchase Requisition (PR). Quotes and other related documentation is stored in the District's electronic document storage utility. Purchases of \$50,000 and greater require a formal solicitation (ITB, RFP, RFQ), to be created and executed by the Contracts and Procurement Department. This generally takes a minimum of 6 weeks. Any purchase of this size requires a purchase requisition (PR) which will result in a purchase order (PO) being generated. And, any purchase of this size requires Board approval. Austin ISD Contracts and Procurement Department does not keep nor maintain an approved supplier/vendor list. If a potential supplier would like to be considered for their goods or services, then that supplier simply needs to monitor the Austin ISD Contracts and Procurement website and respond to the appropriate Bid Solicitation, RFP, RFQ, RFI, etc. posted. Competitive bidding for goods over \$50,000 is the process of inviting and obtaining bids from competing sources in response to advertised competitive specifications, by which an award is made to the lowest and best bidder meeting the specifications. AISD uses a number of different media formats to identify a reasonably sized pool of prospective provides, thus ensuring competitive bids and the selection of high-quality goods and services. The competitive bid process contemplates giving potential bidders a reasonable opportunity to bid, and requires that all bidders be placed on the same plane of equality. Each bidder must bid on the same advertised specifications, terms, and conditions in all the items and parts of a contract. The purpose of competitive bidding is to stimulate competition, prevent favoritism, and secure the best goods and services at the lowest practicable price, for the benefit of the agency. Competitive bidding cannot occur where contract specifications, terms, or conditions prevent or unduly restrict competition, favor a particular supplier, or increase the cost of goods or services without providing a corresponding benefit to the agency. Generally, for goods over \$50,000, Contracts and Procurement creates an IFB or Invitation for Bid. IFBs are competitive sealed bids generally used for goods, not services. This method is used when the requirements are clearly defined, negotiations are not necessary and price is the major determining factor for selection. The Invitation for Bid includes all the documents used to solicit competitive sealed bids, which are opened publically on a date specified in the IFB by Contracts and Procurement. Formal Solicitations are used for services over \$50,000. Formal solicitations are initiated by the end user, and they are created and managed by Contracts and Procurement. The entire process from initiation of the solicitation to a Board Award can take anywhere from six weeks to several months. The solicitation number should be referenced on the Purchase Requisition. Formal solicitations can be: (A) RFPs—Requests for Proposal; (B) RFQs—Requests for Qualifications; and (C) RFIs—Requests for Information. An evaluation committee reviews/evaluates RFP's and RFQ's based on pre-determined evaluation criteria to determine "best value." The committee is usually made up of end users and a procurement specialist. Solicitations are accepted unconditionally without alteration or correction. The ITB/RFP always states the evaluation criteria to be used. No criteria may be used in evaluation that is not set forth in ITB/RFP. The process of final vendor selection for goods and services includes assessing vendor level of experience; determining a history of prior success; and, assessing any potential risks related to executing a contract with a specific vendor.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

AISD's Office of Campus and District Accountability oversees the selection, placement, and monitoring of technical Professional Service Providers (PSPs) specifically required for AISD TTIPS campuses and/or schools in Improvement, above the ongoing assessment of whether an external good or service provider is fulfilling the duties and/or responsibilities of a contract with the District conducted by the Procurement Office. All District contracts are created for a term of one year with the option to renew, if services are evaluated as being successful and a benefit to the District. If the vendor has not provided a successful level of service to the District, AISD will not renew the contract.

The TTIPS Project Director regularly convenes meetings of TTIPS teams, campus staff and any PSPs specifically identified for the TTIPS funded programs. Quarterly meetings with the Professional Service Provider will be scheduled to review services being provided to the campus. The principal, District Pre-kindergarten Director and district personnel responsible for oversight and management of providers will review and discuss any changes needed. PSP contracts are for a term of 12 months. AISD negotiates an hourly rate with PSPs that is in line with TEA standards and determines the number of required contact hours expected of the PSP. These expectations and the expected work products of the PSPs are negotiated and finalized by the PSP, AISD District staff and campus administrators, and included as the contract's statement of work. After the PSP's service contract has been fully executed and all contracting and procurement policies and procedures have been followed, the provider may deliver services.

The process and instruments used to measure and monitor success of providers within AISD were defined within the "Professional Service Provider Selection and Assignment Guidance Workbook for Schools in Improvement, 2014-2015" and the "PSP Network Handbook: Policy and Procedures for Professional Service Providers." Data used as part of PSP monitoring includes, but is not limited to, observation data of vendor performance, student performance, discipline reports, etc.

Should issues related to PSP performance and/or PSP-campus scheduling and efficacy emerge, the Office of District and Campus Accountability will follow those guidelines established in contract and procurement policies and procedures to notify and resolve disputes. Given the nature of the work completed by the PSP, the Office of Teaching and Learning representatives will participate in any service disputes between the campus and the PSP. Should these efforts to resolve what are essentially contract and deliverable disputes fail, AISD will follow the procedure outlined in the "Professional Service Provider Selection and Assignment Guidance Workbook for Schools in Improvement, 2014-2015." Should a revised version of this document identify different steps for resolving disputes and/or replacing a PSP, the District is committed to following the most current protocol.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	Select IHE partner for Travis ECHS
2.	Use data to identify and implement the instructional program and supports needed align to the state academic standards for the 16-17 school year and ECHS first year of implementation
3.	Develop the job-embedded professional development plan, including the PD schedule, provides training for administrators and teachers regarding formative assessments; data-driven instruction; subject-area content knowledge; effective instructional and intervention strategies.
4.	Hire Campus Early College Program Coordinator to coordinate the effort of the campus and IHE partner
5.	Hire Campus TTIPS Coordinator to coordinate staff development and assist with the development of the component of the model, facilitate budget development, and coordinate effort between district evaluation staff and district accountability staff.
6.	Develop with teachers and principal rigorous, transparent, and equitable value add to the teacher and principal evaluation system that takes into account data on student growth
7.	10 extra days for summer planning and staff development in preparation for opening 16-17
8.	Develop/design college awareness and access services for students and families, including college application assistance, financial aid counseling, college and career counseling.
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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

AISD campuses, the Finance Office, and the Office of State & Federal Accountability collaborate as part of the annual AISD budgeting process to ensure coordinated, most effective use of grant funding to maximize student outcomes. The budgeting process starts each fall when the Board adopts a set of proposed budget parameters. These serve as a conceptual framework for targeting resources to achieve District priorities. Following adoption of budget parameters, Trustees review and approve an annual budgeting calendar. These milestones are available for review by internal and external stakeholders at <http://www.austinisd.org/budget>. All campus-level budgets are developed as part of this process. The Finance Office collaborates with principals each year to develop and review individual campus budgets, and campuses receiving Federal grant funds plan how they will use Federal funding to meet their student achievement goals during the annual budgeting process.

Effectively using Federal grant money requires planning for purchases. The Campus Needs Assessment (CNA), Improvement Plan (CIP), and Explanation of Expenditures (EoE) are planning tools. State & Federal participates in annual school administrator budget planning workshops in late winter each year and in CIP trainings for campus level administrators in early summer. Campus administrators are required to attend a budget workshop in late winter; CIP training is structured as an open house. Campuses receiving Federal formula grants prepare and submit an EoE each spring. The EoE shows how schools are using Federal grant money to meet program and project goals identified in the CIP. It is finalized and attached to the CIP.

A preliminary EoE is provided to State & Federal each spring for review. State & Federal is responsible for reviewing the EoE to confirm expenses are necessary, reasonable, allocable and allowable based on a Federal program's regulations. State & Federal compliance staff regularly meets with schools receiving any state or Federal funding to review budgets and provide guidance on effective use of funding.

AISD's Board of Trustees adopted a competitive grants process. It is different from the annual budgeting and planning process for Federal formula funding: competitive Federal grant applications are submitted throughout the year to meet published deadlines of an awarding agency by the Office of Innovation and Development. If a Federal competitive grant includes multi-year funding, the anticipated budget for future grant years is integrated into the annual budgeting process. This is to ensure effective use of all education resources to maximize student achievement.

The District has in place several ongoing efforts that will support the implementation of the Travis ECHS initiative. The district will utilize the recruitment and enrollment process that was modeled after the district's current Early College High Schools (Reagan ECHS & LBJ ECHS), signature programs from within the district, as well as best practices of early college high schools from around the state. In addition, the district's SEL department collaborates with campuses, district departments, and community and national organizations to enhance learning opportunities for students. Providing children with comprehensive social and emotional learning (SEL) programs characterized by safe, caring, and well-managed learning environments and instruction in social and emotional skills addresses many learning barriers through enhancing school attachment, reducing risky behaviors and promoting positive development, and thereby positively influencing academic achievement. A strong AVID program is in place in all high schools. The mission of AVID is to ensure that all students, especially those who are in the academic middle of their class, will succeed in a rigorous curriculum; complete a rigorous college preparatory path; enter mainstream activities of the school, increase their enrollment in four-year colleges; and become educated and responsible participants in a democratic society. The AISD Child Study Team provides a multi-tiered, integrated approach to support behavior, academic, attendance and speech/language needs of all AISD students.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have begun at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:	NA
Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:	NA

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Statutory Requirement 6: Rural LEA Flexibility

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the option to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model
selected for modification:

NA

Description of the
modification:

NA

How intent of the original
element remains/will be met:

NA

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	AISD's Professional Pathways for Teachers (PPfT) is a collaboration between AISD, Education Austin, and the American Federation of Teachers to design a teacher appraisal system meeting the requirements of the new State of Texas teacher evaluation system for 2015-2016. Data sources include student academic achievement assessment scores, observation of instructional practices occurring throughout the year, teacher and principal defined student learning objectives, assessment of professional growth and responsibilities, and finally, an assessment of school-wide value add for staff contributions.
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	The PPfT process begins with teachers completing an Individualized Learning Plan based on their areas of strength and challenges according to the PPfT Instructional Practice Rubric. Teachers participate in two announced, 30-minute (minimum) observations during the school year, one fall and one spring, each conducted by a different appraiser. Additionally, teachers receive at least three classroom visits throughout the year (one fall, one spring, and on at appraiser's discretion). During each visit, teachers receive written feedback based on the appraisal rubric covering seven strands of observable teaching behaviors. Throughout school year, teachers meet with appraisers to reflect on their teaching practice and track their progress toward professional learning goals. At end of year, teachers participate in a summative conference near the end of the spring semester. The focus of the summative conference is on instructional practice and the impact the teacher has had on students. The summative conference can be waived by the teacher, not the appraiser, as long as the appraiser agrees.
Describe how the evaluation system was developed with teacher and principal involvement:	The PPfT was developed and is led by a collaborative leadership group that reviewed recommendations from teachers, principals, and administrators. The working groups of teachers and Principals refined the PPfT after it was piloted in 20 schools. During the planning/pre-implementation year of the TTIPS ECHS initiative at Travis High School, teachers and administrators, along with district support staff will review and clarify the components and expectations regarding the PPfT evaluation system to be used and the impact it will have on the expectations related to student performance.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN**, or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	During the pre-implementation stage, the campus/staff and district leadership will design the strategies/goals related to financial incentives for school leaders, teachers, and other staff who, in implementing the TEA Early College High School Model, have increased student achievement.
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	The PPFT instrument for appraising teachers and identifying areas of improvement has protocols for supporting underperforming staff. During pre-implementation, teachers and administrators will design protocols and interventions for identifying staff that would need additional support and the opportunities to improve instructional practice, thus student academic performance outcomes, prior to replacing/remove unsuccessful staff members.
Describe the criteria established for educator removal:	The scoring criteria guide for the PPFT identifies below expectation (student participation is sporadic, random, seldom) and unsatisfactory (infrequent, nonexistent) related to student participation in the learning process as reasons for removal.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

AISSD is a recognized leader in urban education and one of the first districts in the nation to commit to the development of the whole child by incorporating social and emotional learning. In 2015-16, AISD will offer SEL in 129 schools serving all of the district's 86,000 students. SEL reaches beyond the classroom to all aspects of life. Skills and concepts are integrated in academic lessons and practiced to enhance the climate of the school. Out of school time providers and parents reinforce SEL skills as well.

Social and Emotional Learning is one of the five pillars of Travis High School. Students meet with an adviser twice per week to gauge support needed and to provide interventions. Tuesday's are dedicated to academics, during this time, students work on homework and teachers have individual conferences with students regarding attendance and grades. Wednesday's are used for our Social and Emotional Lessons, students are taken through a series of lessons on the five biggest issues at Travis including, time management and self-advocacy. The lessons for our SEL days were created by departments and PLC's. Our Family Advocacy System (FAS) committee is made up of a group of dedicated teachers who meet every other week before school as well as over the summer to ensure our program is strong. This is the third year of the FAS steering committee and through the committee, teacher dedication and administrative support we have become the SEL model for high schools and middle school in the district.

Travis HS will identify wraparound social services for students and families through the campus Family Resource Center and provide ongoing parent involvement activities, such as coffee with the principal, academic nights, family fun nights, art shows, musical programs, etc. The campus will also implement regularly scheduled meetings with local school community partners. The Travis High School guidance team will provide responsive services or activities to meet students' immediate needs and concerns such as counseling in individual or small-group settings or in response to crisis. The Counseling Team will deliver responsive services through FAS to address student truancy, behavior, and retention in coherence with the American School Counselors Association (ASCA) model. The High School Graduation Specialist will utilize the district's Child Study Team (CST) and the eCST dashboard to monitor student attendance and other early warning dropout factors.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:	The district has in place a partner for the two current Early College High Schools (Reagan HS and LBJ High School). Austin Community College has collaborated with AISD for over 4 years.
Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:	AISD has two successful Early College High School. At the close of the 2014-2015 school year, Reagan ECHS and LBJ ECHS graduated their first group of students who received their High School Diploma along with an Associate's Degree from Austin Community College.
Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:	Reagan and LBJ have over 4 years of experience in implementing and ECHS program and the district has in place, standards, protocols, and systems in place to begin implementation of another ECHS program at Travis High School. Through district budget planning (realigning of campus resources) and community partner and external support providers, AISD will be able to provide the needed resources to maintain the program after the TTIPS funding ends.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:

Travis High School will pursue a designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS by the beginning of the 2016-2017 school year. Travis HS will use the model the district has used for the two current ECHSs to ensure that students at Travis will gain a minimum of 6 college credits by the end of the school year. By the end of the 2017-2018 school year Travis will have in place the model in which students can earn up to 60 credits. The district will begin discussions with the current IHE provide serving Reagan and LBJ High Schools and other interested colleges in the Austin area to create a partnership that will be submitted by the district in the application process in pursuit of the ECHS designation. The district will also collaborate with the Texas Early High School Technical Assistance provider to access training, coaching, and continue working together as required under the TEA designation. Teachers with Masters' degrees and demonstrated success with a student population similar to that at Travis will be given hiring preference. Students will have access to individual 1:1 technology devises/support to facilitate use of the curriculum and courses.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School (ECHS)**. Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:

William B. Travis High School will refine the existing Professional Learning Community (PLC) structure to increase effectiveness and assure a rigorous and relevant academic program for all students. The Travis High School Instructional Leadership Team (TILT), which guides instruction at Travis, will focus on effective instructional scaffolds for all students with an emphasis on those supports, which assist English Language Learners (ELLs), and students with special needs. TILT will research effective strategies, model them in their meetings and then train the PLCs so that there is campus wide implementation. Instructional coaches will review lesson plans for evidence of purposeful scaffolds and observations will record evidence of implementation. Travis High School uses standards based grading which makes it possible for them to target the specific content that students need assistance in mastering. By building a repertoire of effective scaffolds and focusing on the specific needs of individual students, instructional outcomes will improve for all students. Building on the experience of the most effective PLCs, we will provide additional support and training so that all PLCs function at high levels of effectiveness.

Travis High School will develop a component of the Observation Protocol to include evidence of collaborative teaching. We will recognize and evaluate the quality of instruction delivered by collaborative teaching partnerships. Inclusion teachers will be part of TILT and strategies will include practices for SPED students. Technology to collaborate on line will be implemented. Every Friday during PLC teams will decide where the Instructional Specialists are needed most for the following week and their weekly schedule is determined.

In order to meet the needs of the growing population of English Language Learners (ELLs) Travis will implement a 50/50 model for ELL students including core and electives beginning in 9th grade. In 2015-2016 9th grade ELL students will receive instruction in both English and Spanish. World Geography, Environmental Systems, Spanish for Native Speakers and a choice of one of four possible electives will be taught in Spanish. English Language Arts and Algebra will be double blocked and taught in English. By this 50/50 model, student learning in their first language will continue to be strengthened while they learn English in a focused setting for half of each academic day.

In addition to the refinement of PLCs with a focus on scaffolds, William B. Travis High School will provide an opportunity for students to engage in dual credit, college level courses through a partnership with a Community College. This academic program requires a specified sequence of college courses that may culminate in students graduating with both a high school diploma and an Associate's Degree. The Early College High School program at Travis High School will increase the overall number of students, especially first generation college goers, who earn college credits and/or a college degree at no cost to their families. The early college high school program blends high school and college in a rigorous and supportive manner, compressing the time it takes to complete a high school diploma and the first two years of college.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Statutory Requirement 13: High-quality preschool programming

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.	NA
Indicate if the campus will partner with community-based provider to deliver the preschool.	
Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:	NA
Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:	NA

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Statutory Requirement 14: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	NA
Indicate the number of existing staff rehired for work in the turnaround model implementation:	NA
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	NA
Indicate the number of new staff hired for work in the turnaround model implementation:	NA
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	NA

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Statutory Requirement 15: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Statutory Requirement 16: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:	NA
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	NA
<p>Name and describe the study/studies examined that support the efficacy of the model selected.</p> <p>Include information about the study's sample size and multi-site sampling.</p> <p>Include key findings showing impact on student achievement.</p> <p>Additionally, provide citations for the study publications:</p>	NA

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

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NA

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Statutory Requirement 18: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 227901

Amendment # (for amendments only):

TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Academic Performance/Improve the Instructional Program

Planned Intervention**Period for Implementation**

1.	Design the strategies to improve teacher quality and effective leadership	<input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
2.	Data driven instructional decisions will be implemented during the pre-implementation phase through the development of the Early College Model and training/professional development provided to assist staff in using data to drive instruction	<input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
3.	Increase productive community and parental involvement	<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
4.	Increase learning time through double blocking core content areas	<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
5.	Implement a 50/50 model for ELL students including core and electives beginning in the 9 th grade.	<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
6.	Implement instruction program to have students able to gain 6 college credits by the end of year	<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
7.	Have in place program/design that allows students to gain 60 college credits by the end of the 3 rd year.	<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Increase Teacher Quality

Planned Intervention**Period for Implementation**

- | | | |
|----|--|--|
| 1. | Recruit and retain effective teachers | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4
<input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5
<input type="checkbox"/> Year 3 |
| 2. | Increase job-embedded professional development | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4
<input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5
<input type="checkbox"/> Year 3 |
| 3. | Provide training and support to teachers in regard to improving achievement among you men of color | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4
<input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5
<input type="checkbox"/> Year 3 |
| 4. | Provide opportunities for teacher career growth (i.e. ability to teach dual credit courses) | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4
<input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5
<input checked="" type="checkbox"/> Year 3 |
| 5. | Reward teacher effective as a result of student growth | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4
<input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5
<input type="checkbox"/> Year 3 |
| 6. | | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4
<input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5
<input type="checkbox"/> Year 3 |
| 7. | | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4
<input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5
<input type="checkbox"/> Year 3 |

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Increase Leadership Effectiveness

Planned Intervention		Period for Implementation
1.	Provide ongoing support to campus leadership through the assistance of the district support team	<input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
2.	Monitor Leadership effectiveness and provide recommendation for changes if necessary	<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
3.	Reward Leadership effectiveness when results in student growth, success	<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
4.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
5.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Increase Use of Quality Data to Inform Instruction

Planned Intervention**Period for Implementation**

1.	Review data used in the Needs Assessment and align the results with data gathered during the fall of 2015 to develop strategies for changes needed in the 16-17 school year	<input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
2.	Provide opportunities for teachers and administrators to share and review data gathered over the year to drive instructional decisions and in collaboration with the IHE provider and district support team	<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
3.	Provide opportunities for teachers to share student data/progress with students and parents through meetings, fliers, handouts, etc. in the language of the family	<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
4.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
5.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Increase Learning Time

Planned Intervention**Period for Implementation**

- | | | |
|----|---|--|
| 1. | Provide extended day/ double blocking content areas and year services as a strategy for improving student performance | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4
<input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5
<input type="checkbox"/> Year 3 |
| 2. | Provide educational opportunities/experiences for students outside the classroom (College visit, IHE provider services at IHE campus, etc.) | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4
<input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5
<input type="checkbox"/> Year 3 |
| 3. | | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4
<input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5
<input type="checkbox"/> Year 3 |
| 4. | | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4
<input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5
<input type="checkbox"/> Year 3 |
| 5. | | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4
<input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5
<input type="checkbox"/> Year 3 |
| 6. | | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4
<input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5
<input type="checkbox"/> Year 3 |
| 7. | | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4
<input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5
<input type="checkbox"/> Year 3 |

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:

Increase Parent/Community Engagement

Planned Intervention**Period for Implementation**

1.	Utilize Parent Support Specialist to assist the campus in increasing parental participation at the school and in their child's learning	<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
2.	Increase the opportunity for parents and community members to participate on the Campus Advisory Committee or ad hoc committee related to improving school performance	<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
3.	Provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.	<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
4.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
5.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

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Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:

Improve School Climate

Planned Intervention**Period for Implementation**

- | | | |
|----|---|--|
| 1. | Continue the district's implementation of social emotional learning strategies for developing caring and concern for others and effectively and ethically handling emotions and relationships at work | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4
<input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5
<input type="checkbox"/> Year 3 |
| 2. | Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4
<input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5
<input type="checkbox"/> Year 3 |
| 3. | Utilize the support provided in the Youth Services Mapping (YSM) System—a network of more than 90 nonprofit organizations that provide services to students on AISD campuses. | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4
<input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5
<input type="checkbox"/> Year 3 |
| 4. | | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4
<input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5
<input type="checkbox"/> Year 3 |
| 5. | | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4
<input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5
<input type="checkbox"/> Year 3 |
| 6. | | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4
<input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5
<input type="checkbox"/> Year 3 |
| 7. | | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4
<input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5
<input type="checkbox"/> Year 3 |

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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